



VICTORIA POLICE

ORU – Evidence Gathering Teams (EGT) Course Session Plan

Program Name: <i>Public Order Evidence Gathering Team (EGT) Course</i>	
Centre of Learning/Unit (Session Owner): <i>Operations Support Division</i>	Centre of Learning/Unit (Session Deliverer): <i>Operations Response Unit</i>
Session Name: <i>Value of Evidence</i>	
Session Duration: <i>45 mins</i>	Session ID: <i>Session Twenty-Six</i>
Delivery Location: ☐ Academy ☒ Other (specify): <i>ORU Training Room (Classroom)</i>	
Author Name: <i>David HARDS SC</i>	V or VP Number: <i>vp38887</i>
Aim: To provide learners with the knowledge and understanding of the importance of records management to enhance the value of evidence	
Learning Outcomes: On successful completion of this session, learners should be able to: <i>1. Explain the importance of the value of evidence is pertinent to EG teams</i> <i>2. Produce a 'Statement of Duty'</i> <i>3. Describe how images and footage can be used as evidence to obtain a successful prosecution</i>	
Resources/Equipment: <i>- Classroom</i> <i>- Computer with mainframe access and MS PowerPoint</i> <i>- Overhead Projector and screen</i> <i>- Seating for all learners</i> <i>- Table or chairs with writing pad</i> <i>- Two trainers</i> <i>- Learners in dress of the day</i> <i>- Statement of Duty (one per person)</i> <i>- "Value of Evidence" PowerPoint</i>	
Pre-session Preparation: OHS Inspection of the training facility completed ☒ Yes ☐ No	
Comments: <i>- Risk Assessment in place for the venue and checked</i>	

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- *Health and Safety Check of the working area – Suitable for session*
- *All trainers are first aid qualified*
- *Location of First Aid kits have been identified*

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Delivery Method	Content	Delivery Resources	Time
Face to Face	During Knowledge Checks and De-briefs consideration should be given to utilising open style of questioning (Who, Why, What, Where, When, How) and Experiential Learning Cycle (ELC) to facilitate learning. Learners should be encouraged to ask questions at relevant times throughout the session. Trainers to meet and greet learners in the classroom. Trainers to make visual check to ensure all officers have appropriate resources (Writing Pad / Pen). Introduction Trainer will introduce themselves and the session Maslow - Trainer will go through relevant points from risk assessment, emergency evacuation procedures, location of first aid kits, welfare etc. (if required) Gestalt - Route map of session outlining Aim and Objectives. Knowledge Check - to cover overall subject to ascertain learner's levels of Knowledge / Experience. Open style of questioning (Who, Why, What, Where, When, How).		5 mins
Face to Face	Trainer is to present the PowerPoint titled " <i>Value of Evidence</i> " to the learners.	"Value of Evidence" PowerPoint	35 mins

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PowerPoint	Trainer is conduct a knowledge check at the start of every slide and generate discussion by using open style questioning (5wh) to prompt involvement from learners.		
Group Activity	<u>SLIDE 1</u> Opening/Covering Slide <u>SLIDE 2</u> Discuss the following quote; ask the learners to interpret same and how this has changed throughout the week. <i>If we successfully deploy all the correct public order tactics & return a riot back to normality, all that effort will go to absolute waste unless the evidence is there to prosecute people. That's where we come in. – Richard Thompson (Lancashire Police) Public Order and Personal Safety Training HQ</i> <u>SLIDE 3</u> Trainers are encouraged to use examples they have been involved in to answer specific questions in regards to the deployment. This will also personalise the case studies increase learning opportunities.		

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Case Study One – TBC 2018

EG's attended Federation Square where members of the TBC gathered. A person threw a missile at the male in the black hat, then shortly after kicked out at the group. The male was subsequently arrested by PORT members and the entire incident was captured by EGs.

Video 0034 will be played if time permits.

SLIDE 4

Case Study Two - Make Victoria Safe Rally

This was held only two days after new legislation was passed in Parliament to allow Police to direct a person wearing a face covering to leave the designated area if members reasonably believe the person is using the face covering primarily to conceal their identity or to protect themselves from the effects of OC foam/spray **AND** the person refuses to leave the area when requested or if refuses that request, refuses to remove the face covering.

One male was identified wearing a black face mask. Police communications allowed EG's to obtain footage and images of the person wearing the mask within the crowd and also allowed EG's to keep the male under observation whilst it was established a team of Police members would speak to the individual.

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	Once Police engaged with the male EG's were able to join the media throng and follow the male to an area where he was spoken to by Police. During this Police were able to record when the male refused to leave the area or take off the face covering, completing the offence. The informant (from Melbourne West) was contacted by email within 48 hours and was able to access a copy of the footage. Given the EG role is still in its infancy it was a real positive to communicate with a member from Melbourne West and share the benefit of the EG program. PFSU were also in communications with EG's in relation to the incident and this incident, like others is starting to foster a healthy relationship and the reputation of the EG capability. Footage: http://a.msn.com/01/en-au/AAs3Gsw?ocid=se (two minutes) If time permits play the EG footage from the day (via external hard drive) 31(1)(d) <u>STATEMENT OF DUTY</u> Trainers should hand out a 'Statement of Duty' to learners and discuss this step by step. Firstly explain why the statement is used and why a pro-forma statement should be used in the majority of situations. Establish why continuity is important for the EG		
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	role along with transparency and accountability. Take the learners through each step of the statement as per the Power Point. Address points of interest as you methodically explain the key areas in the 'Statement of Duty' as highlighted in the following three slides. If time permits a 'Statement of Duty' can be completed at the end of the lesson if the trainer or learners wants to clarify any key points. Statements must be completed before the completion of each deployment shift and stored in the appropriate statement folder. <u>SLIDE 5</u> 1. Your Name 2. Date of Deployment 3. Call Sign 4. Off sider for the day 5. Event attended 6. First Observation (The very first time you turned the camera on) 7. Last Observation (The last time your turned camera on) <u>SLIDE 6</u>		
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	8. What time did you synchronise the time of the camera to the recording device? Delete if you didn't complete this step 9. What device did you use (Preferably an item connected to the internet such as a work computer) 10. Non-rewritable DVD (Master Copy) 11. External Hard Drive with serial number (Working copy) <u>SLIDE 7</u> 12. Storage of the Hard Drive 13. Entry number in the Public Order Register		
	Conclusion The trainer is to conduct a knowledge check with the learners to satisfy themselves all the learning outcomes have been met. Suggested questions could be; - What is the value of evidence? - When should you complete the 'Statement of Duty'?		5 mins

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	THANK THE LEARNERS FOR THEIR ATTENTION AND EFFORTS. GIVE THEM INFORMATION ON THE NEXT SESSION IN THE SEQUENCE.		
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